

California Department of Fish and Game

Strategic Meeting on the Future of Environmental Stewardship and Education

September 23 – 24, 2003

Rancho Jamul, California



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I. WELCOME AND INTRODUCTION

REPORT INTRODUCTION

The Department has long recognized the value of education toward achieving its mission. Unfortunately, the Department has not been very successful at developing a vision for this effort or at acquiring the resources to make it a reality. Since our future depends upon developing a public understanding and support of our mission and the role the Department plays in the life of all Californians, it was decided that it was time to reevaluate our educational efforts and opportunities. In this light, we've been engaged in a spirited planning process to identify opportunities and prioritize goals for education and outreach in the Department.

We recently invited representatives from a number of organizations to help us come up with concepts and practical strategies for partnering efforts. Responding participants formed a "Think Tank" that convened September 23 and 24, 2003, at the Rancho Jamul Interpretive Center, Jamul, California. Organizations involved in the process included State Parks, Cal EPA, US Forest Service, USFWS, Calif. Waterfowl Association, Calif. Wildlife Foundation, San Diego State University, Natural Resources Defense Council, and others. A number of DFG division and branch chiefs were also present, listening and offering feedback.

This report is the outcome of that Think Tank, and as documented herein, the results are very promising. Broad interest has been expressed in helping the Department recognize opportunities as well as obstacles to reaching the public with its conservation messages. A good deal of interest surfaced toward pursuing partnership efforts—finding avenues for pooling resources toward common goals in the arena of public education. Also, a myriad number of projects surfaced that must now be prioritized, structured, funded, and implemented.

Not wanting to let the energy and interest generated at the meeting subside, we recognize the need to continue towards our goal under challenging conditions. Therefore, we have charted a course that includes continued dialogue via electronic discussion groups to clarify objectives. We are hopeful that DFG education and interpretive staff throughout the state will play an important part in these e-group discussions. These virtual workgroups will address four strategic areas of environmental stewardship and education outlined in the report. Each workgroup will be co-facilitated by an agency representative and an external partner. Specific information regarding the workgroups will follow soon.

On behalf of our agency and our state, we wish to express our gratitude to all those who participated in the Think Tank and especially to those who have agreed to embark on the exciting journey that lies ahead. The focused recommendations that will come out of this process are expected to provide the foundation for a strategic plan for education that will serve the Department and citizens of California. We hope that through your involvement in our planning process, the Department can also help further the common conservation mission and projects of our think tank partners.

Sonke Mastrup, Acting Director
California Department of Fish & Game

GROUP EXPECTATIONS

- People need to know that DFG plays a major role in protecting natural resources.
- Combine educational messages with what people want to know.
- Get people connected to nature resulting in more care and compassion for nature.
- Explore partnering opportunities.
- DFG should focus on 1 thing
- To be able to vocalize our thoughts without restrictions
- Educational Forum to periodically meet to share information and evaluate “where we are going.”
- Structure with autonomy for regional groups (internal & external DFG).
- Partnership with volunteers (conservation specific).
- Inner city children get more involved and exposed with nature.
- Connection between seniors (potential volunteers) and kids.
- Find out what’s already being done so we don’t recreate the wheel every time.
- Bond measure should be proposed; seek funding.
- Social marketing campaign initiated.
- California Fish & Game should “try one new thing.”
- Identify obstacles and challenges facing us.
- Better structure for partnerships and joint efforts; lay foundation.
- Create process for partnering.
- Convince each other to communicate across agencies.
- Mandate better communication.
- Involvement with Federal Agencies in the State.
- State agencies need to collaborate with communities and NGO’s.
- Bring decision makers together to discuss issues, etc.
- Informal, non-mandate group meet on a quarterly basis (What are you doing?).
- Umbrella group should dialogue regularly very informally; ad hoc meetings.
- Grassroots inter-organizational meetings.
- How do we identify and reach out to the larger public?
- Plan to utilize senior volunteers.
- Identify sources of resources.
- Overlap between people and natural resources. Show that the relationship exists!
- Connect people to resources (e.g. inner city it may be pollution).
- Find clear messages connecting people to resources.
- Hope this group is involved in EE – appreciate that with living in changing.
- We want to see progress (from the top down).

EMERGING TRENDS IN CALIFORNIA

Economic

- 80% of California citizens live in urban areas (vested interest in their environment?).
- Future boom and bust economic impact on programs and missions.
- Knowledge, attitude and behavior report card.
- What's the Return on Investment (ROI) in terms of education dollars?
- How do we measure ROI?
- How do we brand nature and its perception by the larger public?
- How do we manage nature?
- Does the population have access to computers?
- Minnesota ROI (SEEK Program)
- Tourism Economics - Californians make up 80% of Nature and Adventure Travel revenues (strong industry growth expected).
- Inter-relationship between jobs and the housing mix (time to enjoy the environment?)
- Relationship between the maturity of a community and nature programs (newer cities are not actively involved compared to older cities in developing nature programs).
- Competing against the media and for public dollars.
- Long term and short term investments (\$1 per citizen towards DFG)
- Older people vote yet we educate their kids.
- Older voters have money (who is our target market?).
- Educate the Legislature (largely unaware of the reality)

Social

- Important to get kids "outside" in nature
- Get our constituents connected to California's natural resources.
- Minnesota voting trends mirror California's
- Urban population seem to vote pro-environmental issues vs. rural
- California population tends to think more of our natural resources/areas are protected than in reality
- Knowledge, behavior, attitudes vary (i.e. 97% of MN population think change is important but only 40% do it). Fostering sustainable behavior
- Misconceptions of what the roles are of the various State agencies.
- As demographics change, cannot use current trends to assess situation.
- How do we combat "common" misconceptions about environmental issues?

- “Nature Net” is a great model used in Wisconsin to join information from various agencies (i.e. Maps, EE, etc.).
- Find ways to let public know how their money is being spent (media as tool).
- Immature communities are not as focused on usage of their “open spaces” as the mature communities.
- DFG’s publicity is focused on the negatives (i.e. Lake Davis).
- Need to let the public know what DFG does, our mission, why the DFG exists.
- The name of DFG is a challenge in itself, non-descriptive.
- Perception that the public doesn’t care.
- “If they knew us, they’d love us” – Tony Faast
- Who should we educate?
- AB1548 would require EE to be incorporated into curricula.
- Provide opportunities to educators that are “doable” (possibly utilizing focus groups).
- Parents are role models.
- Legislature as target audience.

Environmental

- Perception by educated people that more is protected than actually is
- Misperception of what resource agencies do and what to do about it “fix”
- Combating media misperceptions - “fish in toilet” from Capt. Nemo movie
- State park survey expansion opportunity to include fish/wildlife issues
- Need coordinated public information (i.e. San Diego County National Resource Map) example: Nature Net in Wisconsin
- Federal agency trend to integrate recreation among Feds.
- Branding concept for DFG/name?
- Small % of teachers know of Project Wild

KEY MESSAGE RESPONSE FROM THE GROUP

- Need to know audience targeted
- Campaign strategy

II. ESSENTIAL WORKING GROUPS

FOUR STRATEGIC AREAS OF ENVIRONMENTAL STEWARDSHIP AND EDUCATION

During day two of the meeting three essential working groups were developed by the participants and will function as electronic groups henceforth. A fourth working group is under development. They are as follows:

- 1) High Profile Projects
- 2) Education
- 3) Outreach
- 4) Governance and Collaboration Opportunities (Formerly Assessment of Resources)

1) Short term Survival (High Profile – Project)

- Look at State and Fed functions
- What does DFG need to do to survive
- PONGS
- EPA
- Co & Cities

High Profile Projects

Donna Pozzi
Janet Cobb
Terri Stewart
Ed Pert
Kate Wing
Tony Faast
Bob Garrison
Rick Parmer
Randy Hawley
Julie Barrett-Heffington

Survival Strategy/High Profile Projects

| DO | | WHO |
|--------------------------|---|---|
| Strategic Partnership | Project | Donna Pozzi Janet Cobb Terri Stewart Ed Pert Kate Wing Tony Faast Bob Garrison Rick Parmer Randy Hawley Julie Barrett-Heffington |
| SP & EPA | Environ. Education AB1548 | |
| SP & EPA | Org. Efficiency | |
| Local, State, Fed, Model | San Diego Dissemination Network (e.g. NCCP) | |
| | Legislative Changes (Coop assn outsource) | |

High Profile Work Group

| PROJECT | WHO |
|---|--|
| Political Assessment | Conservation Coalition |
| Go forth, Do Good Memo, work together (e.g. Bill on Wetlands) collaboration Bolson Chica connectivity | *Directors |
| Resources Legacy Fund Central Coast (coastal watersheds) | Packard Foundation |
| Lake Perris Cleanup (SJWA) | Bass Fishers DPR/DFG |
| Eco Nuptials – Rancho Jamul | |
| Nimbus Hatchery Rollout | DFG and locals |
| *Thursday “ride-along” an open house to show people what we do (10 times per year) | Any agency staffer, press, legislative staff |
| Change the name Restructure the agency | Nonprofits, Resources agency |
| Big restoration effort alongside interpretive center. Cargill, Newport, LA River (How do we turn this into political muscle) | |
| *DFG Advocacy Day (on-going program to get to know your legislator) | DFG and stakeholders Director permission |
| Hatchery Education on-site (public access) | Statewide |

| | |
|--|-------------------------|
| Community Garden Wildlife Enhancement | Poster |
| Cargill Restoration Education | Restoration Partners |
| Yolo Flyway Center (within 18 months) DFG Showcase | State and International |

Next Steps

Performance report

2) Education (Long Term Strategic Vision)

- What's the message
- Reassess, Refocus, Reassign (3 R's)
- Involve them in the process
- Quantify
- Short/medium/long term enforcement's role

Education

Ron Rempel
Trisha Broddrick
Mike Kennedy
David Moore
Carol Lerner
Pamela Michael
Jim Absher
Rose Britton
Larry Beck
Carol Peterson
Susan Thomas

The following Education information has been modified and restructured by David Moore to make it more accessible. The original breakout group data is recorded in Appendix F.

A. Philosophy

- People protect what they love; facilitate "Falling in love with the earth"
- Empowering kids to responsible action

B. Goals

Who:

- Introduce people to the resource
- Education for everyone
- Who needs?
- K-12 educators / formal education
- How to reach teachers?
- non-formal educators
- Target: youth
- families, seniors
- Educate business owners (breaking down to market segments)

What:

- understand nature of resource
- Educating for sustainability
- recycling - something that carries on
- Something core to the identity of agency/public
- learn about DFG topics
- Department Lands
- Customize learning opportunity per bioregions (look at discrete audiences)

How:

- connect Natural Resources to standards
- develop educational materials to reach specific audiences
- look at how to focus "non-standards" approach
- Help teachers look beyond standards to integrate Natural Resource learning opportunities
- Marketing a 'niche' to specific audiences
- Conceptual organization of materials
- Multitude of Topics to educate citizenry (Trish Broddrick conduit for K-12 audience)
- Check messages and content you are sending out
- Avoid duplication of efforts

- Partner with others (Methods of engagement - media/arts, etc.)
- How do we best help/facilitate (outreach from others)?
- Connect with ongoing programs
- Do we post online or track down programs for contact?
- Environmental news service (Great Lakes News Services)
- Develop in one place (pilot program) rather than try to do everywhere?
- Means for program evaluation
- Rubric for arts evaluation of student understanding

C. Vehicles for Education

Utilizing natural sites:

- Outdoor "camp" experiences (contact specific programs)
- Bioregional focus - on site opportunities

Utilizing alternative settings:

- After school programs
- Urban setting opportunities available through the arts/project learning/school gardens

Activities/materials:

- Offer a success "contest" (i.e. based on Watersheds)
- Color book of land mammals/deck of cards/DFG sites
- Create/adapt educational opportunities for use with DFG Biodiversity Atlas
- Outdoor California articles go out
- Q + A column - warden/biologist
- Orion Society materials
- Media communications (brochures/materials)
- Newsletters to target audience get ideas to other group newsletter
- Notes from the field (approachable language)

Other Media:

- A TV evening program (grade 6) campfire, Bear program, stemming off trail use
- Newspapers
- Turn news stories into message deliverers (interpreters)

Distance learning:

- Partner with San Diego Wild Animal Park "Virtual tour"
- Telepresence cameras on coast/marine
- Website - animal of week/month
- Webcams to watch birds/native species link to wildlife corridors/migration tracking on maps
- Make a web site more user-friendly and interactive/navigation issues
- Web tree symbol to identify DFG Branches
- Susan - web templates developed (intranet - internet)
- Check up-to-date

D. Strategies to get materials out

- Need interp staff/partner with foundation (people to carry out)
- Submit interpretive articles
- College Teachers inform of new releases
- Teacher's Conferences
- NSTA Newspapers
- Let Partners know of new material
- NGO's
- CREEC
- Market Biodiversity Atlas (High profile launch of Biodiversity Atlas)
 - Stage media events
 - ID purpose and audience
 - New revenue streams from product sales
 - College bookstores
- Professional Development opportunities (working with pre-service teachers with California Bioregions part of credential program)
 - Kate Wing/Janet Cobb - How to make inroads with colleges - cred. Program
 - School libraries

E. Next Steps

- Distill material and send out
- Fact finding/research assignments
- Implementing/partnership projects

3) Outreach

- Who are we reaching?
- Partner with ethnic/Latino marketing firm
- How much is currently being done?
- Influence and educate the legislature

Outreach and Initiating Action

John Ugoretz, DFG
Ian Walker, CDHS
Sonke Mastrup
Tom Pedersen
Matt Elyash
Kerry Stendell

Outreach Definition

Public Interaction
Access
Information

Generate Support
Understanding
Action

Short-Term / Ongoing

Goal Specific

Message / Goals

W Urban Wildlife:
Coyote Shark Birds Seals/Sea Lions
Mt. Lion Bear Feeding

M Department Mission / Profile

B Budget / Staff -- Let people know about the issue/problem.

S Social Responsibility
 Why Comply
 Why Care
 Generate Support / Understanding
 Choice of What to Do
 Preventing Problems

R Regulations
 Includes simplicity
 Includes understanding

Audience

W 1. Statewide Message
 2. Specific Regions Tailoring (know the user)
 3. Group messages

M 1. Traditional Users
 2. Legislators / Politics
 3. The “rest”
 Animal “lovers” Advocates (sometimes misguided)
 Average Public NGU/PBO
 “When Animals Attack” Non-Consumptive Users
 4. Ethnic Groups

Audience

S 1. Ethnic Groups
 2. User Groups
 -- Challenge Traditional Concept
 3. Legislators / Politics
 4. The “rest”

R 1. Traditional User
 2. Unintentional / Uninformed
 3. “Neighborhood Watch”

Road Blocks

R Can’t Print / Funds
 Ineffective Products
 Regulatory Complexity
 Language / Literacy

Tone / Negativity
Summaries / Non-users

M Do we know it?
Is our mission our message?

Unfinished

Next Steps

Conference Call October 8

1. Finish Roadblocks
2. Identify Tools
3. Current Outreach Efforts
- 3a. Our Input
4. Prioritize / Feedback
5. Act

4) **Governance and Collaboration Opportunities - Proposed Work Group**

This group was formerly titled "Assessment of Resources." We are proposing that it evolve into the Governance and Collaborative Opportunities Work Group to address the following issues.

- What are opportunities for collaboration?
- Maximizing advantages of government entities (city through state)
- Potential roles and responsibilities (Foundation, DFG, State Parks, etc)
- Resource assessment / information sharing
- What are the key survival issues facing DFG?

Governance and Collaborative Opportunities (Formerly Assessment of Resources)

Ron Rempel
Sonke Mastrup
Donna Pozzi
Trisha Broddrick
Janet Cobb
Kate Wing
John Ugoretz
Tony Faast

III. SMALL GROUP BREAKOUTS

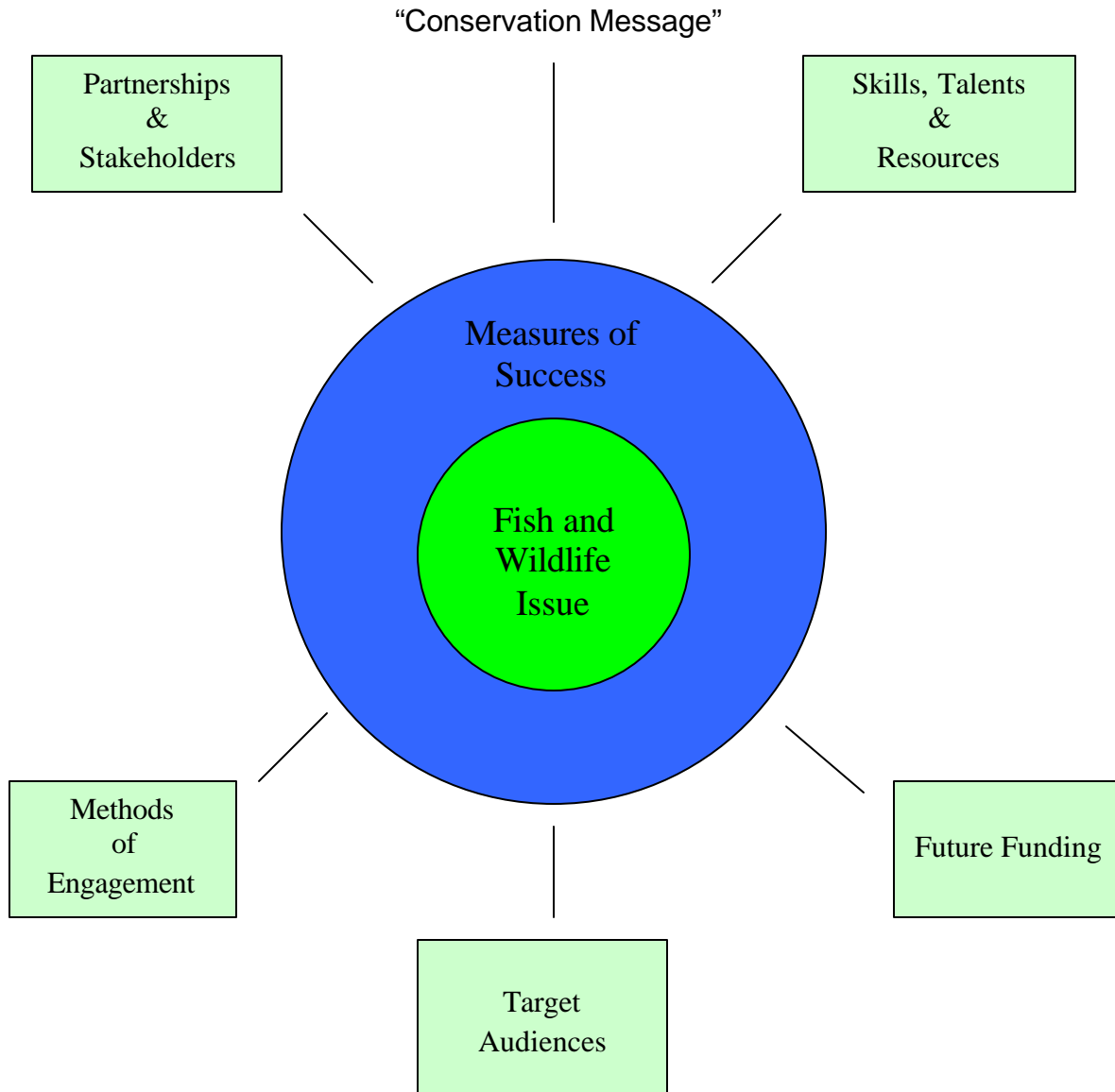
BREAKOUT GROUP SESSIONS (Names)

“What are the critical fish and wildlife issues that California faces in the short term (5 years) and long term (10+ years)?”

Groups:

1. **Central Valley** (Felix Arteaga, Pamela Michael, Tricia Brodderick, Rick Parmer, Mike McLaughlin, Carol Lerner)
2. **Coast** (Sonke Mastrup, Rose Britton, Donna Pozzi, Terri Stewart, Janet Cobb, Larry Beck)
3. **Klamath** (Ron Rempel, Mike Kennedy, Randy Hawley, Tony Faast, Julie Barrett-Heffington, Kate Wing, Susan Thomas)
4. **Mojave** (Bruce Forman, Matty Duhon, Bob Garrison, Jim Absher, Tom Pederson, Kerry Stendell)
5. **Sierra Nevada** (John Ugoretz, Carol Peterson, Ian Walker, Martha Jones, David Moore, Ed Pert)

ISSUES MODEL



SUMMARY OF BREAKOUT GROUP ISSUES

- Urban Disconnect
- Mentoring/Internships
- Educating Legislators
- Political Disconnect
- Culturally relevant activities to make connections with diverse audiences
- Connect concerns (e.g. H₂O conservation) of diversity/ethnic audience/populations to relevant conservation message of DFG
- Community garden type project connections
- Local campaign/activism (coastal cleanup)
- Bold goal/project is important
- Marketing perspective, how are we valuable to you? Then do it.
- Action project first, then, follow with education (e.g. Corona beer)
- Livable state is a common goal
- Changing face of DFG, needs more diversity
- Biodiversity and human diversity
- Bring cultural and artistic angle into it to reach audiences
- Need for DFG to be a leader in conservation and be recognized for it? (On some issues – yes. On other issues – no – they should stay in the background).
- Sometimes on some issues no, stay in the background
- Community involvement vs. community outreach change in DPR
- Focus on educating legislature, needs clarity of mission and purpose

BREAKOUT GROUPS

Group 1 – Central Valley

Note: Central Valley did not follow the “Issues Model” format.

Quality of Life

Resource Conservation

Loss of Habitat (importance of habitat for all of us)

A universal message we can all support

Population growth/conflict at edges

Urban interfaces

“Threads” linking all agencies

Kids as part of nature

In wildlife we trust

Zero waste – you make it happen

Would like cost analysis

Loss of habitat

Value/consequences of consumption

Systems thinking – how it is all connected

Cumulative impact/pollution

Socially unacceptable to litter

Connect habitat with community – connectivity across all the arts & sciences

Sense of place/belonging

Truly understanding the cultural needs, mores of California citizens – “tailoring” messages to them (don’t exclude nor be afraid)

Broaden the connection of people and all living things – has a “spiritual” component

Look at urban connections – send people to connect with different cultures

Build joint visions, purposes, needs

Benefits of bio-diversity in nature and humanity

Form a non-governmental group outside the government to address the issues

Career counseling/recruiting/role modeling for young people to help foster careers in environmental

A). Skills, Talents and Resources

- Be conversant in the language of “nature”
- Be multilingual & sensitive to cultural perspectives
- Be a more diverse staff/represent the population of the state
- Be more politically astute – understand the California legislature and how it is “morphing”

B). Stakeholders & Partnerships

- Create formal internships and mentoring programs with educational institutions
- Partner with teachers at the K-12 levels for service learning
- Regional partnerships with local industry and education to link what’s being taught to actual work

Group 2 – Coast

Issue: Population pressure on resources

1. Loss of habitat
2. Pollution
3. Over use of resources
4. Anti-government sentiment
5. Lack of understanding of major issues – ignorance/values of commercial civilization
6. Human nature – greed/fear
7. Health – safe water – food
8. Individual actions/accountability/affluence

A). Skills, Talents and Resources

- Determine priority of problems and match up people to do work
- Design and distribute comprehensive information
- Work with CSU – UC/NGO's and others
- Certification and training of volunteers
- Offer social interaction opportunities (costs)(cute is out!)

B). Stakeholders & Partnerships

- Non consumptive users vs. consumptive
- UC – CSU – NGO's – Public Schools
- Media, advertisers, corporations
- Other agencies – develop interagency agreements and working arrangements
- Outdoor schools (Sea World Camp)
- Consumers
- Service Clubs
- Environmental groups

C). Target Audiences

- Parents
- Children
- Grand Parents (*Seniors*)
- Teachers
- Responsible advertising

D). Methods of Engagement

Curricula Change/Advertising/Marketing

- Design and produce responsible advertising
- Promote environmental heroism
- Action-consequence information
- Tackle avoidance behaviors

E). Future Funding

- Diversification of Resources
- Corporate Sponsorship (Non-naming)
- Managing efficiently available funds
- Use of outside management
- Increase user fees
- Develop new statewide sources – bonds, taxes, birth tax

Group 3 – Klamath

Note: Klamath did not follow the “Issues Model” format.

Issue: Water use and conservation

Money saved from conservation goes back to agency/department

Inter-agency group to get water bodies off EPA imperiled water list: State/Fed/Local
“California will not stand for this;” also beach closures

- Best Biologists in business...within own agency is lead for DFG
- Get Fed funding and detailees and all those other private partners, etc.

“If we knew it was okay to do this, we’d do it”

Issues about DFG and Resources agency in the next 3-5 years:

- Committed leadership and sustainable/safe vision
- Pride
 - Peer recognition
 - Reward initiative
 - Encourage innovation
 - Interval employee rewards
- Environmental Champion Resource
 - Every employee recognizes their role and greater agency mission
 - Recognize that it is okay to work with others
 - Is everybody happy with the way things are now? Let’s do it differently.
- Decide to be the Change Merchant (you know how)

Group 4 – Mojave

Structures to empower community and people

- 1). Urban Disconnect
 - Direct experience in nature
 - Connecting urban populations and consequences (understand and appreciate consequences of human impacts)
 - Open space vs. housing (needs/wants)
- 2). Lack of operating funds for lands “we” have and lack of lands.
 - Collaboration between land management agencies
- 3). Disconnect of environmental knowledge, attitude, behavior (KAB) by political high-ups
 - Public support of DFG, etc.

Issues: Urban Disconnect and Political Support

- A1). Skills, Talents and Resources (Urban Disconnect)
 - Relationship with California Wildlife Foundation
 - TV Networks
 - Volunteers
 - Better training of Agency staff
 - Interp., communications, education
 - Diversity Sensitivity Training
 - Workforce reflecting diversity of community
 - Ability to “genuinely” engage community
- A2). Skills, Talents and Resources (Political Support)
 - Lobbying skills/savvy
 - Urban connection
 - Community building/facilitation
 - Access
 - Field level championing

B1). Stakeholders & Partnerships (Urban Disconnect)

- EE organizations
- E Justice Organizations
- Volunteers
- Communities – leaders and civic organizations
- Environmental Organizations – advocacy
- Schools
- Youth and Senior Organizations
- Business – Chambers
- Fed, State, Local Resource Agencies
- Tourism Promotion Groups
- Sports Groups
- Families/Partners

B2). Stakeholders & Partnerships (Political Support)

- Land trusts
- Environmental organizations
- Convention and visitor board chamber; tourism board
- School district boards

C1). Target Audiences (Urban Disconnect)

- Stakeholders
- Funders/policy makers
- Urban communities – families and individuals

C2). Target Audiences (Political Support)

- Government
- Legislature
- Public (pressure)
- Heads of Constituents groups – county boards/councils

D1). Methods of Engagement (Urban Disconnect)

- Open Closed lands
- Tap into existing organizations (Boys and Girls Clubs)
- Ad Campaigns – entertainment personalities
- Public Transit connects to lands
- Local/regional special events
- ID and Fulfill local needs – determine safe place transportation
- Free/low cost
- Media outreach – radio, Oprah, Public access TV
- Schools – programs
- Bring it to you programs – community gardens

D2). Methods of Engagement (Political Support)

- Lobbying legislature – cooperating/friends groups/community partners
- Provide info to collab./support groups
- Agency publications to legislature

E1). Future Funding (Urban Disconnect)

- OPM – Other People's Money
- Bond Acts
- WCB – Funds
- PR/DQ – Fed funds
- County F & G commissions
- Transient Occupancy Tax – “Bed Tax”
- Civil/Penalties – DA connection
- Sponsorships
- Grants – Cal Trans. – EEM grants
- TEA 21 Funds
- Donations
- Fee-based programs
- Corporate partnerships – auto mfts

E2). Future Funding (Political Support)

- Constituent groups – informational items

Group 5 – Sierra Nevada

Top Issues/Conservation

- 1). Population Growth
- 2). Habitat Destruction
- 3). Pollution - Water quality and availability
- 4). Exotics/non-natives (impacts on natives)

Others:

Urban Sprawl

Watershed issues

Destructive fishing gear used on ocean

Non-point Source Pollution

Wildfires

Wildlife/human interaction

Lack of wildlife corridors – restoration

Listed native species

Over harvest

Adequate enforcement available

Resource management

Personal responsibility

A). Skills, Talents and Resources

- Field staff – enforcement, sampling, technicians
- Interpreters/educators
- Media savvy team to put message together
- Marketing expertise
- Community based organizations doing similar work
- In-house training
- Educational materials (i.e. brochures, media, curriculum)
- Internal structure and support

B). Stakeholders & Partnerships

- Other state/federal agencies
- Public based organizations
- General public
- Schools
- Special interest groups (Sierra Club, Rob and Gun Club, Surf Rider Foundation)
- Corporations
- Media
- University/Colleges
- Professional Organizations (AFS)
- Non-formal educators
- A.A.A.
- Trout Unlimited
- California Wildlife Foundations and others
- Advisory Boards

C). Target Audiences

- Religious groups
- Angler and Hunter Trad. Groups
- School/educators
- Civic Groups
- Community based organizations
- Public libraries
- City Councils
- Chamber of Commerce
- Legislators
- School District level
- Non-English speakers
- Ethnic groups
- Seniors (volunteers)
- Non Californian audiences
- Non-formal educators
- Pre-service teachers

D). Methods of Engagement

- Local partnership ability (Channel Islands)
- Malls/Shopping outlets/movie theaters/DMV/Airlines (go where people are)
- Find community leaders
- Give talks – new venues
- Online learning
- K-12 curriculum
- Adult ed
- Think non-resource based constituents
- Using DFG properties/sites
- Combined efforts statewide partnerships

E). Future Funding

- Non resource – user fees – (tax – general fund)
- User fee (non take) – diver in MPA/kayaking
- Grant writing (corporate/public agencies)
- Donations
- Increase fees from fines
- Influence rate of fees that can be raised
- In-kind funding – advertising (movie industry) for use of public property

IV. FEEDBACK

GROUP FEEDBACK

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|----------------|
| Day One |
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Pluses-

- Dialogue on focus and purpose
- Small group participation
- Good participation

Changes-

- Why we are here; still not clear
- Need more direction
- Give us a task

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| Day Two |
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Pluses-

- Better direction (Sonke and Ron's overview from day one)
- Group came to its own identity
- Good candy

Changes-

- Agenda input upfront
- Better upfront info
- A/C (public affairs here, legislature, resources agency person)
- Teacher
- CA diverse leaders
- Professional Advertising/Marketing person (Pilar Montoya)
- Circulate marketing data

PARKING LOT

- Bibliography of research and surveys
- Need compiled agency information – to coordinate all info network
- www.CREEC.org
- How do we get from issues/general ideas to a message and a way to distribute the message?
- How do we get results?
- Target partnerships
- Build confidence
- Ideas from this Mtg – Mike's model
- Partnerships with NGO's - \$500k
- Be Bold – pick one thing
- The Champion Idea
- Double the 500k
- Protect funding – get public support

V. APPENDICES

APPENDIX A: DFG CONSERVATION MESSAGES

In November of 2002 a group of twenty-five Department personnel directly involved in educational outreach (from Yolo Basin, Gray Lodge, Nimbus Hatchery, Elkhorn Slough, Upper Newport Bay, Project Wild, Classroom Aquarium Education Project, Fishing in the City) met in San Francisco to strategize about refining our educational programs. A majority of attendees responded to a follow-up survey asking them to articulate conservation messages they felt were generally reflected in their programs.

Introducing Students to Natural Resources

- The natural world plays an important part in the quality of life for the state's diverse human population.
- California's wildlife and habitat represent a critical resource maintained in public trust for future generations.
- Kids and families can be involved in conservation of watersheds by taking action with community efforts and at home (i.e. recycling, being conscious of water usage and limiting it, recycling oil, and proper disposal of other environmentally hazardous household materials).
- Teach children to value our natural resources in formative years so that they will be inclined to care about them when they are adults.
- Individual actions can greatly affect aquatic ecosystems, pro and con. It is important to have students reflect upon their relationship and role with aquatic systems in the present and future.
- Direct use/investigation of resources within the watershed connects students to their local geographic area by providing first-hand experiences with aquatic ecosystems and local watersheds.
- Service learning is a valuable way to promote school conservation-action projects that teach students about habitat issues while empowering them to stay involved.
- Natural resource conservation is EVERYBODY'S problem, and the solution is determined by our everyday values and actions.

Habitat Preservation

- The earth is home for both people and wildlife. Teaching about the values of habitat involves teaching a concern for the land, its resources, and its continuing viability.
- Celebrate the diversity of California habitats from freshwater to marine, riparian, grassland, oak woodland, coniferous forest, desert, chaparral and alpine.
- Preserving biodiversity of species is a key to maintaining healthy ecosystems.
- Students must be taught that living organisms interact with non-living factors in making up a functional habitat. The influence of temperature and rainfall (and other factors such as the amount of sunlight or salinity) help to determine the array of plants and animals that may be found in a particular place.
- Exotic species often play a competitive role with native species in California aquatic and terrestrial habitats. They must be aggressively monitored to minimize impact upon survival of the California natives. Introduction of new exotics should be prevented.
- Maintaining clean quality of air and water through preventative actions to reduce pollution is critical to the health of California fish and wildlife.
- Everyone has a role to play in keeping our rivers clean. The idea to reduce, recycle and reuse can apply to understanding and counteracting the problems of trash accumulation, non-point source pollution, and sedimentation due to erosion.
- Compatible human uses/activities around sensitive habitat areas are necessary to ensure survival of wildlife including movement along protected corridors and access to critical needs (i.e. access to sufficient clean water).
- Six ways to conserve wildlife: keep proper distance when viewing; volunteer; make appropriate lifestyle choices; vote; donate through tax check-off; protect habitat.
- Mapped information is a useful tool in wildlife management. The Natural Diversity Database could provide some in-depth focus on several bioregions in the state.
- Vernal pools with endangered plants and amphibians allow an appropriate opportunity for students to consider the value in maintaining scarce habitats and listed species. The purpose and workings of offsite mitigation banks can also be described.

Human Interaction with the Resource

- Become knowledgeable about conservation issues in your own area and study ways to reduce or resolve problems.
- Wetlands are a fragile and disappearing resource in California.
- Wetlands are valuable for flood control, erosion control, system cleansing as well as for providing homes (food, water, shelter, space) for wildlife.
- The habitat in the Central Valley has been changed through human activities such as mining, leveling, channeling of water courses, agricultural uses and urban development. DFG lands and facilities have a role in habitat management within this change.
- DFG lands and facilities play important roles in conservation of migratory birds along the Pacific Flyway as well as providing wildlife corridors that promote health and survival for many species.
- Conservation of land and aquatic resources for habitat protection is critical to the preservation and maintenance of California fish and wildlife.
- Impacted habitat provides opportunities for restoration projects on DFG lands, program sites and other locations. Projects can provide learning opportunities about what constitutes a healthy aquatic habitat.
- Humans and wildlife alike can benefit from consumptive uses of a wildlife area.
- Providing recreational opportunities for hunting and fishing is a part of managing for viable, healthy populations within the wildlife resource.
- Recreationally hunted species are managed in accordance with the carrying capacity of their habitat so that a healthy, balanced population is maintained.
- Ethical recreational use of resources is a critical conservation message.
- The biggest cause of conflict between humans and wildlife is due to human neglect or misguided action - such as leaving food/attractants outside or feeding of wild animals.
- Due to human populations living and recreating in wildlife habitat it is critical that Californians learn the value of keeping wildlife naturally wary of human beings.
- Together we share a responsibility to respect the 'wild' in wildlife.

Fishing and Fisheries

- Science plays a critical role in decisions made about conservation of natural resources.
- Teaching kids about the dynamics of fish populations in sustaining a fishery offers an opportunity to inform them of resource management techniques such as hatchery spawning and release of fish, biological monitoring through tagging and maintaining records over time, monitoring of critical habitat factors such as temperature, dissolved oxygen, or in-stream features such as gravel, pools, woody debris, etc.
- The value in teaching about fishing regulations and fishing ethics underscores the overarching goal of ensuring that resource harvest is sustainable.
- Native anadromous fisheries are valuable to everyone and we need to protect them.
- Catch and release of native fish species is encouraged in maintenance of sport fisheries.
- Within distinct watersheds of California may be found genetically unique races of salmonids described by means of Evolutionary Significant Units (ESU).
- DFG hatcheries have a special role in maintaining population levels of salmonids in California waters. Of every 2,500 eggs produced only 2 spawning adults are estimated to return. Ensuring survival of the juvenile fish when they are most vulnerable supplements fisheries and allows for greater numbers of returning adults.
- Adult salmon die naturally after reaching the end of their life cycle and spawning. Death is a part of nature's process even when initiated by hatchery workers who assist the spawning process. In the wild, or recycled to the wild after hatchery spawning, the salmon's carcass will provide important nutrients such as nitrogen and phosphorous compounds (derived from ocean habitats) and made available for members the local ecosystem.
- Predation and poaching are threats to salmonids. Predation by other native species is not considered problematic. However, predation by non-native species or poaching by humans can be actively controlled.
- Removal of obstacles to salmonid passage and construction of enhanced fish passages are key pieces of ensuring survival of the species.

- Implementing mechanisms to reduce problem runoff and regulating flows to ensure water quantity is essential in maintaining salmonid populations. Surface runoff may include urban and agricultural debris such as silt, chemical fertilizers, oil from non-point sources and other pollutants. A higher volume of water is required where toxins may be present to render effects negligible on fish and wildlife.

Marine Issues

- Estuaries are rare, valuable and important. They play a key role as a transitional environment between fresh and saline habitats. The salt marsh edges of an estuary provide a substantial nursery area for juvenile fish.
- An ecosystem approach to marine life management recognizes that marine species live interdependently in their habitats and that the decline of a species is likely to impact many others.
- Maintaining marine biodiversity includes educating students about the physical similarities and differences of a variety of marine life (mollusks, crustaceans and other phyla in addition to fish and other vertebrates). Understanding and being able to identify unique types of marine habitat can assist in this as well (intertidal, eel grass, kelp bed, rocky, sand base, etc.)
- The “tragedy of the commons” is an apt context for explaining depletion of species in marine ecosystems. Marine protected areas are a valuable means for retaining spawning biomass.
- Understanding differences in fish life histories prepares us to better manage for their success (anadromous, catadromous, cold and warm water, pelagic species migration, local range of rockfish).

Protection of Listed Species

- Endangered, threatened and candidate species can be listed for federal/state protection. Restrictions for take of species may be placed in specific watersheds where listed species are known to survive.
- Survival of listed species (threatened and endangered) can be fostered through protection and enhancement of wildlife areas and ecological preserves.

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Other Census Websites:

Institute for Social Research, University of Michigan <http://www.censusscope.org/>

Metropolitan Institute at Virginia Tech, Census 2000 Research, Census 2000 Media News <http://www.mi.vt.edu/>

Public Data Queries – University of Michigan <http://www.pdq.com/index.php>

William Frey's website: <http://www.frey-demographer.org/>

WEBSITES CONCENTRATING ON CALIFORNIA

California Department of Finance, Demographic Research Unit

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APPENDIX D: PARTICIPANT AND DEPARTMENTAL CONTACT INFORMATION

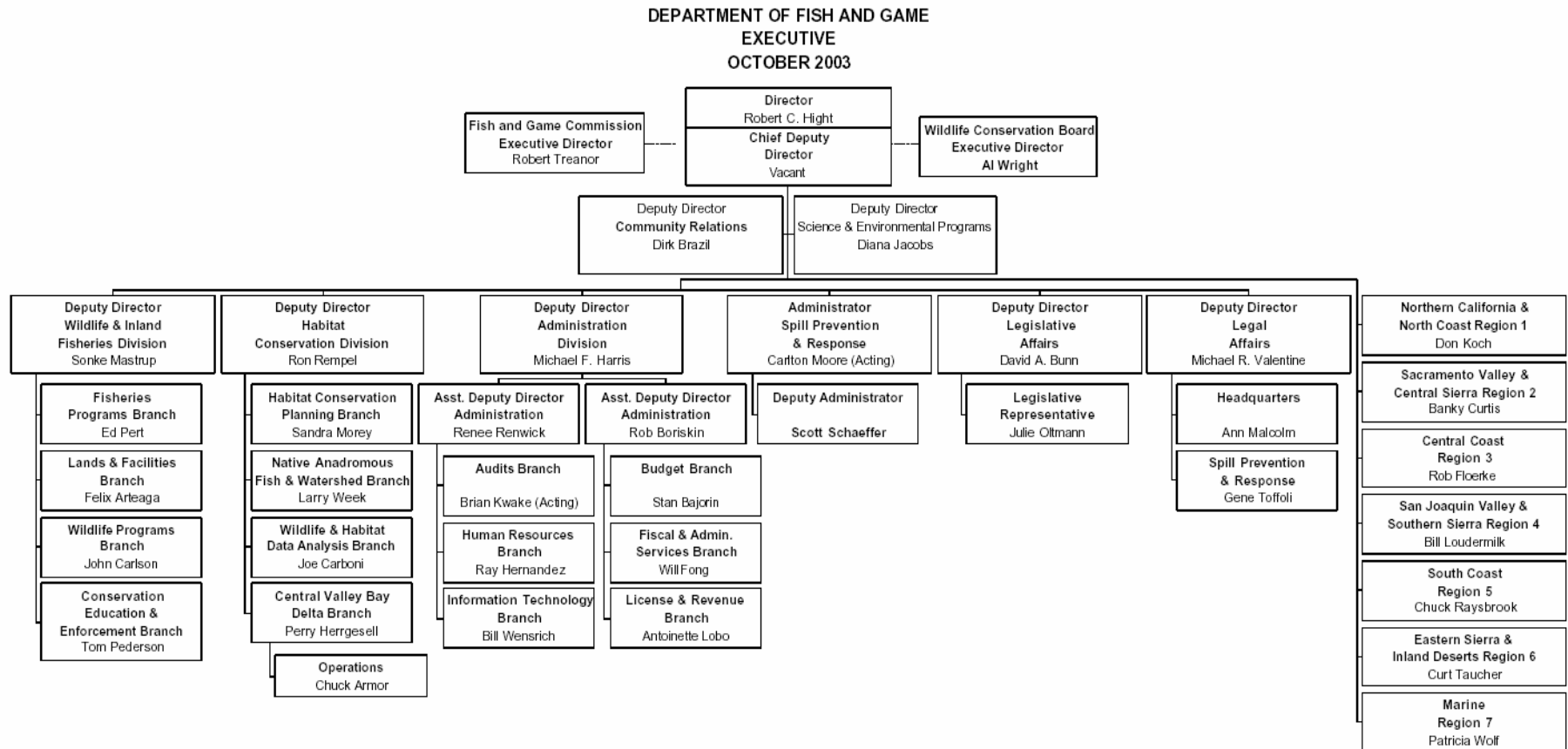
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| Becky Miller | CA Dept. of Fish & Game/ | | 916-651-8711 | bmiller@dfg.ca.gov |

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|--------------------|--|------------------------------------|--------------|--|
| William Loudermilk | CA Dept. of Fish & Game/ Regional Manager SJVSSR | 1234 E. Shaw Ave. Fresno, CA 93710 | 559-243-4005 | wloudermilk@dfg.ca.gov |
| John Carlson | CA Dept. of Fish & Game/ | | 916-358-2794 | jcarlson@dfg.ca.gov |
| Marti Leicester | National Parks Service | | | Marti_leicester@nps.gov |

APPENDIX E: DFG ORGANIZATIONAL CHART

(Several Executive positions are vacant pending new Administration appointments)



APPENDIX F: ORIGINAL BREAKOUT GROUP DATA (EDUCATION)

Long term ongoing issue: Education (Survival of resource)

- Education for everyone (understand nature of resource)
- Educating for sustainability (i.e. recycling – something that carries on)
- Something core to the identity of agency/public
- K-12 (formal and non-formal education)
- Media communications (brochures/materials)
- Introduce people to the resource
- Target: youth, families, seniors (look at how to focus “non-standards”)
- Bioregional focus – on site opportunities
- How to take Natural Resources (i.e. Department Lands) and connect it to standards
- How to reach teachers?
- Need interp staff/partner with foundation (people to carry out)
- Help teachers look beyond standards to integrate Natural Resource learning opportunities
- After school programs
- Customize learning opportunity per bioregions (look at discrete audiences)
- Offer a success “contest” (i.e. based on Watersheds)
- Conceptual organization of materials
- People protect what they love; facilitate “Falling in love with the earth”
- Urban setting opportunities available through the arts/project learning/school gardens
- Orion Society materials
- Multitude of Topics to educate citizenry (Trish Broddrick conduit for K-12 audience)
- *How to develop educational materials to reach specific audience segments??
- *Who needs to learn about DFG topics??
- Avoid duplication of efforts
- Partner with others (Methods of engagement – media/arts, etc.)
- Educate business owners
- Breaking down to market segments
- Would we be better off to develop in one place (pilot program) rather than try to do everywhere?
- How do we best help/facilitate (outreach from others)?
- Outdoor “camp” experiences
- Contact specific programs
- Check messages and content you are sending out
- Connect with ongoing programs

- A TV evening program (grade 6) campfire, Bear program, stemming off trail use
- Empowering kids to responsible action
- Submit interpretive articles
- Do we post online or track down programs for contact?
- Environmental news service (Great Lakes News Services)
- Partner with San Diego Wild Animal Park 'Virtual tour'
- Telepresence cameras on coast/marine
- Website – animal of week/month
- Webcams to watch birds/native species link to wildlife corridors/migration tracking on maps
- Marketing a 'niche' to specific audiences
- Color book of land mammals/deck of cards/DFG sites
- Market Biodiversity Atlas
- Means for program evaluation
- Rubric for arts evaluation of student understanding
- *Make a web site more user-friendly and interactive/navigation issues
- Web tree symbol to identify DFG Branches
- Notes from the field (approachable language)
- College Teachers inform of new releases
- Susan – web templates developed (intranet – internet)
- Check up-to-date
- Newsletters to target audience get ideas to other group newsletter
- Outdoor California articles go out
- Q + A column – warden/biologist
- Newspapers
- Turn new stories into message delivers (interpreters)
- To get materials out
 - Teacher's Conferences
 - NSTA Newspapers
 - Let Partners know of new material
 - NGO's
 - CREEC
- Professional Development opportunities (working with pre-service teachers with California Bioregions part of credential program)
- Kate Wing/Janet Cobb – How to make inroads with colleges – cred. Program (High profile launch of Biodiversity Atlas)
 - Stage media events
 - ID purpose and audience
 - New revenue streams from product sales
 - College bookstores
 - School libraries

Where to from here?

- Distill material and send out
- Fact finding/research assignments
- Implementing/partnership projects